

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Prose	Creative reading & writing	Shakespeare	Poetry	Viewpoints + perspectives	Drama
Unit title and overview	Modern novel Friedrich, Animal Farm or Skellig Reading of whole novel; inference and predictions through reference to text; exploration of context	Dystopian C20th poetry and prose extracts; literary heritage; genre conventions to develop writing for audience and purpose	Twelfth Night Whole play; setting, plot, characterisation and effects of these; familiarisation with Shakespeare's language; applying new vocabulary to writing; formal expository essay	Protest Understanding use of poetic conventions; figurative language used to create meaning; making critical comparisons across texts	Reading genres and writing for purpose Critical comparisons across a range of texts; understanding formal registers; using rhetorical devices	Modern text Blood Brothers, Coram Boy or Our Day Out Reading of the whole play; knowing how language works to present meaning; structure and organisational features
Knowledge	How texts relate to context How narrative voice and structure are used in the text to create meaning Know how to use subject terminology in response to literary texts	How the dystopian genre is established through the use of specific conventions How the dystopian genre has developed over time through different modes of text (contextual links) Know how to use writing techniques to create meaning – criteria modelled through texts	How texts relate to context How dramatic techniques and pathos are used for effect and to create engagement for the audience Subversion of society's expectations - genre How alternative staging allows for different interpretations of the play	Know a range of poetic conventions and understand how writers use these for effect Know the context of the writing and draw on this to support comprehension How to compare two poems with focus on form/imagery	Reading strategies to support accessing a variety of non fiction texts Knowing the purpose, audience and context of the writing and drawing on this knowledge to support comprehension Knowing how language can be structured to persuade – identifying bias in text and informing own writing	How writers use social concerns and context to engage audiences with ideas Dramatic conventions – how these are used to create meaning Know how to reinterpret the written word for performance – characterisation/inference through language
Assessment	Reading focus Question based on a theme , with reference to an extract and links to novel as a whole. Expository essay	Writing focus Imaginative writing task based on either a dystopian picture or statement. Writing to describe/narrate	Reading focus Question based on a theme , with reference to an extract and links to the play as a whole. Expository essay	Reading focus Comparative theme-based question on a named poem; compare with studied poem of student's choice	Writing focus Persuasive letter based on a topical issue (environment) – using rhetorical devices to influence audience	Reading focus Stem question – choice of 2; theme or character based. Reference to the play as a whole/writer's intentions
Reading skills	<ul style="list-style-type: none"> Understand literary techniques Use subject terminology Make inferences and identify implicit meaning 	<ul style="list-style-type: none"> Identify genre conventions Make inferences and identify how language and structure create meaning Recognise a range of 	<ul style="list-style-type: none"> Challenging text New vocab – understanding it and relating to known vocab Figurative language and text structure – 	<ul style="list-style-type: none"> Range of reading – poems and supporting non-fiction texts Increasingly challenging texts; inference/evidence Making critical 	<ul style="list-style-type: none"> Challenging range of material – non fiction Critical reading – how vocab choice and organisational features present meaning 	<ul style="list-style-type: none"> Making inference through close reading – identify character intentions Justify predictions through reference to evidence in the text

	<ul style="list-style-type: none"> • Make predictions 	<p>techniques used for writers' craft</p>	<p>shaping meaning</p> <ul style="list-style-type: none"> • Effects: setting, plot 	<p>comparisons across texts</p>	<ul style="list-style-type: none"> • Critical comparison across texts 	<ul style="list-style-type: none"> • Appreciation-language variety and change
Writing skills	<ul style="list-style-type: none"> • Plan ideas (support) • Expository essay conventions • Use a formal register • Justify a point of view in relation to a text studied • Precise references to text to support analysis 	<ul style="list-style-type: none"> • Plan ideas • Draft, edit and proof read • Vocabulary for tone • Use a range of sentence structures • Draw on knowledge of genre to enhance content of imaginative writing 	<ul style="list-style-type: none"> • Plan ideas • Expository essay development • Use and maintain formal register • Develop a point of view in relation to a text studied • Precise references to text, using literary terminology to support interpretation 	<ul style="list-style-type: none"> • Plan – use Venn diagram to compare • Expository essay with comparative elements – coherence and overall effectiveness • Precise references to two texts, using literary terminology to support interpretation 	<ul style="list-style-type: none"> • Range of purposes and audiences – argument/formal letter • Use rhetorical devices from reading to enhance writing • Organise material, support argument with factual detail • Plan/draft/edit/proof read: crafting process 	<ul style="list-style-type: none"> • Missing scenes – students evidence understanding of the writer's craft • Students write in a voice different to their own (variety/change) • Amend vocab/grammar/structure to improve effectiveness • Creative tasks inform expository response
SPaG	<ul style="list-style-type: none"> • Develop use of sophisticated vocab • Compound and complex sentences; semi-colons 	<ul style="list-style-type: none"> • Use punctuation to create a range of sentence structures • Develop use of figurative language • Revision of past tenses 	<ul style="list-style-type: none"> • Develop use of sophisticated subject terminology • Discourse markers to signpost viewpoint 	<ul style="list-style-type: none"> • Use standard English confidently in literary criticism writing • Use a range of comparative connectives 	<ul style="list-style-type: none"> • Modal verbs • Discursive markers • Conditional and future tense • Using standard English confidently 	<ul style="list-style-type: none"> • Use a variety of forms of English for effect • Structuring dialogue • Use a range of evaluative vocabulary
Wider knowledge opportunities	<ul style="list-style-type: none"> • History – social and historical context • Media – documentary, news and film clips • Non fiction writing e.g. Anne Frank, Boy in Striped PJs 	<ul style="list-style-type: none"> • Thematic – how the genre applies to a wide range of texts • Media – film clips • Art – perspectives on dystopias 	<ul style="list-style-type: none"> • Compare filmed and live performance • Consider directorial choices and impact on audience 	<ul style="list-style-type: none"> • Create a class poetry anthology • History – social and historical context • Media – documentary, news and film clips 	<ul style="list-style-type: none"> • Cross-curric links – Geog? Science? • Developing a sense of the place of the individual in the wider world – incl documentaries e.g. Blue Planet 	<ul style="list-style-type: none"> • Involvement in performance activities (spoken English) • Cross-curricular History link • Possible SEN dept information – empathy
Enrichment		Cinema trip if suitable film available	Visit Globe theatre Local production available?	Use SP4L – Poetry Slam! National Poetry Day	Student Voice – our school in the environment	Trip to see a performance

Reading

The English department expects students to read for pleasure throughout KS3, and encourages this through dedicated Library lessons (1 per fortnight) for Years 7-9. Years 7 and 8 demonstrate progress in their reading through the Accelerated Reader programme, with STAR tests used to evidence development in reading age and ability (students are tested at the start of the year, then at the end of every term). Data is analysed and shared with colleagues (including SEN dept) and groups (boys, PP, SEN) can be highlighted in this analysis. The librarian supports the initiative, and paired reading (KS3 students and 6th Form students) interventions are put in place to enable students with low reading age scores to develop confidence in reading aloud and decoding unfamiliar vocabulary in a safe environment. On completion of every book read, students access an AR quiz and there is a rewards system for those who meet milestones and challenges.

Every KS3 English lesson begins with Calm Start, which is always used for private reading for Year 7 and 8 (Year 9 have a variety of activities for Calm Start, including reading). As such, students should always have a reading book with them; we are developing the expectation that tutor time (morning) should be used for private reading at least once per week. From September 2019, KS3 students will be expected to complete 20 minutes per day reading for homework; student planners will include a page which sets out a grid for parents to sign (and tutors to check) to say that this has been done. The aim is to take reading beyond the English department and present it as an aspect of personal development and cultural enrichment – something that underpins effective study across the school.

Spoken English

Throughout KS3 students will experience a range of opportunities to develop their knowledge of and skills in using Spoken English. Students will be able to **speak confidently and effectively** using **standard English**.

In each scheme of work there are opportunities for classroom discussion at various levels (pair, group and whole class activities) and some units have a more specific focus on spoken English – whether this be recitation in poetry, reading aloud in the novel unit or presenting a viewpoint in the perspectives unit; the drama unit requires students to improvise and rehearse using play scripts. At all times it is imperative that teachers model the expected standard of English pronunciation and vocabulary use, while being able to explore ideas about language variety (including accent, dialect and different registers used for effect).

Students will be supported to develop a formal register where the task demands it, through participation in debates and structured discussions, using role play where appropriate to engender an ‘adult’ voice which will develop students’ confidence in their written responses. Students will learn to voice disagreement with courtesy while they begin to understand in more detail the etiquette of social interaction, as guided by Grice’s Conversational Maxims.

Spellings and vocabulary acquisition

Students in KS3 will have banks of spellings for each unit of study. The requirement for spelling topic-specific vocabulary will develop week on week, and in addition to this students are expected to be able to complete definitions for new vocabulary acquired. Spellings are set for homework every week, and are tested weekly.

******* SPaG resources are available on the R:Drive to support SoW and transition from KS2 *******

******* Cultural Capital statement to follow (Sept) *******